DOCUMENT RESUME

ED 365 361 JC 930 319

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TITLE	California Community Colleges Model Service Site for Students with Psychological Disabilities, January 1991-July 1992.
INSTITUTION	Santa Barbara City Coll., CA. Disabled Student Programs and Services.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	[92]
NOTE	24p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *College Students; Community Colleges; Educational Counseling; *Inservice Teacher Education; *Mental Disorders; Program Descriptions; Program Evaluation; Program Implementation; Psychological Needs; School Community Relationship; *Special Needs Students; Student Characteristics; Student Needs; Student Personnel Services; Two Year Colleges
IDENTIFIERS	California Community Colleges

ABSTRACT

To identify the instructional support needs of students with psychological disabilities, the California Community Colleges established four model site projects at Santa Barbara City College (SBCC), Kings River College, College of San Mateo, and San Diego City College. At SBCC, the Disabled Student Programs and Services (DSPS) office coordinated the project, hiring a psychological disabilities specialist. Inservice training programs were established to educate faculty and staff about the project and the needs and characteristics of students with psychological disabilities. In addition, DSPS cooperated with community mental health services to identify students at SBCC with psychological disabilities, determined reasonable support services for this population, and evaluated existing SBCC courses to determine which might provide the services to this population. Data were also collected on the students referred to DSPS during the project period, indicating that Social Security/Disability Insurance was the most common identified source of income and the majority of students verified as disabled had received at least a high school diploma. Finally, an education support group and a model site advisory committee were established in cooperation with the county agencies and community groups. DSPS staff found that the program maintained effective relationships with agencies, the community, and the school. Recommendations include continuation of the in-service program to educate faculty about the disability and increasing educational resource and career development services. Forms for student evaluation and sample brochures are included. (ECC)

ED 365 361

California Community Colleges

Model Service Site for Students with Psychological Disabilities

January 1991 - July 1992

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Disabled Student Programs and Services

Santa Barbara City College

Report prepared by:

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JC 930 319

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SUMMARY REPORT

I. BACKGROUND

Among students with disabilities at institutions of higher education, those with psychological disabilities are an emerging population. These students are considered disabled under Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act, and consequently are entitled to the same support services, academic adjustments, and reasonable accommodations as students with other disabilities. Nationwide, many colleges and universities have been serving this population for many years. However, California Community Colleges have had no formal state-wide funding mechanism for meeting the needs of these students.

In order to identify the instructional support needs of students with psychological disabilities, the California Community Colleges established four model site projects. Santa Barbara City College (SBCC) was chosen in addition to Kings River College, College of San Mateo and San Diego City College. The project began in Spring 1991 and continued through the 91/92 academic year.

There were two characteristics of the SBCC site that the model site staff felt would be critical to the success of the project. One was the availability of quality community support. The second was an existing SBCC organizational structure that successfully clarified management responsibility for crisis intervention and disruptive behavior. The college's crisis intervention procedure was coordinated by the Health and Wellness department. In addition, SBCC had a disruptive behavior procedure coordinated by the office of the Dean of Student Services. SBCC's established institutional responsibility for crisis and disruption was critical to the successful delivery of educational support and accommodations through the Disabled Student Programs and Services (DSPS) office. In addition, the offices that deal with crisis intervention and disruptive behavior were located in the same building and in close proximity to DSPS, allowing ease of referral between offices.

At SBCC the DSPS department coordinated the model site project which consisted of:

a) Hiring a Psychological Disabilities Specialist to facilitate the goals for the project and evaluate the minimum qualifications necessary for the faculty who provide instructional support services for this population.

b) Providing an inservice program for college faculty/staff regarding the model site and the disability group.

c) Liaising with DSPS staff, SBCC Mental Health staff, County Mental Health and Department of Rehabilitation to identify students with psychological disabilities already enrolled at SBCC and develop interagency cooperation.

d) Obtaining verification of disability, determining eligibility for DSPS services, identifying functional limitations and determining reasonable accommodations linked with the limitations.

e) Evaluating existing SBCC instructional programs and student services for their appropriateness to facilitate development of strategies for disability accommodation and student success.

f) Communicating role delineation of SBCC's student service providers in the area of crisis intervention services and disruptive behavior procedures.

g) Data collection to describe the identified population: biographic and historical profiles, numbers of eligible students, types and amounts of services, retention, persistence, grades, and the actual cost of services as prescribed by AB 746 (Ed. Code Sec. 67310-313).

h) Establishing Education Support Group.

i) Coordinating an Advisory Committee to provide support and consultation to the model site.

IV. DEFINITION OF THE POPULATION

A definition of psychological disability is necessary for verification of disability which is critical for eligibility for academic and other services provided to persons with disabilities.

The following definition was used for the Model Site Project:

Psychological disability is defined by a current diagnosis from the American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Third Edition Revised (DSM IIIR). The disorder needs to be moderate or severe and coded on Axis V as a current GAF score of 60 or below.

In addition, the model sites agreed to add the exclusions listed in the 1990 Americans with Disabilities Act (ADA):

The following conditions are not defined as a psychological disability:

1. transvestitism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders

2. compulsive gambling, kleptomania or pyromania

3. psychoactive substance use disorders resulting from current illegal use of drugs

To determine eligibility for DSPS the student's verified disability must be shown to result in impairment of a major life activity.

It is also established that the disability must result in a functional limitation in an educational setting. Developing and using a written set of guidelines for the determination of functional limitations in an academic setting constituted one aspect of the SBCC project.

III. ACTIVITIES & FINDINGS

A. Minimum Qualifications

The Psychological Disabilities Specialist provided initial student interviews; assessment of aptitude, achievement and functional limitations; liaison with the professionals in the community who verify the disabilities; disability related counseling; service provision; and determination of reasonable accommodations. Other DSPS Specialists provided accommodations and services. An evaluation of DSPS Specialist necessary minimum qualifications for this population was achieved in staff meeting discussions and in discussion with other DSPS Specialists in Region 6 and around the state. For instruction and disability related counseling the current Title V DSPS minimum qualifications were applied. However, for verification of psychological disability and functional limitations there was consensus at SBCC that minimum qualifications of L.C.S.W., M.F.C.C. or licensed clinical psychologist would be required.

B. In-service

The in-service program developed for the Model Site Project consisted of several components:

1. The first in-service activity was orientation. In January, 1991, the Project Coordinator held meetings with the college

President, two Trustees of SBCC, Vice Presidents, Academic Affairs Deans and Student Services Deans. The orientation covered the history, background, and goals of the project. The Project Coordinator and Psychological Disabilities Specialist met with DSPS faculty and staff to orient them to the grant project and discuss how the project might impact the department. The in-service orientation continued in February 1991 with a DSPS presentation to the SBCC Counseling Department discussing the history, purpose and goals of the Model Site Project. Orientation meetings also were held with the staff of the Santa Barbara Office of the Department of Vocational Rehabilitation, Santa Barbara County Mental Health, and Santa Barbara Mental Health Association. Again, information regarding the history, background, and goals of the project were presented in addition to guidelines for appropriate referrals. This orientation in-service process enabled the project staff to set a positive tone for the project and to receive the support and input of the those who previously had serious concerns about how the project might impact on the college and community. The orientation process in the community sector allowed for discussion and clarification of the need for students to be able to benefit from college level courses. This prevented inappropriate referrals from community agencies.

2. An in-service video presentation was developed by the director of SBCC Media Services, the Psychological Disabilities Specialist, Project Coordinator and two DSPS students with psychological disabilities. The objective of the video presentation was to increase staff and community awareness of the presence of students with psychological disabilities and to create a positive attitudinal change, with an understanding of the need for systemwide cooperation between staff, DSPS, and the community. This video and follow-up discussion were presented to the SBCC Career Center, the SBCC EOPS department, the Central Coast Community College Counselors' Conference, the SBCC Counseling Department, Health Technologies Division and the Model Site Advisory Board.

3. During Mental Health Week, May, 1991, the Project Coordinator participated with a SBCC student with a psychological disability and a UCSB peer advisor on a community access television program moderated by the Director of the Santa Barbara Mental Health Association. This program focused on the topic of students with psychological disabilities attending college campuses, what the colleges expect of the students, and what accommodations and services

colleges can provide. The program aired three times on Public Access T.V. in Santa Barbara County during 1991.

4. The Psychological Disabilities Specialist developed an inservice training workshop on students with psychological disabilities to present to faculty and staff. The presentation provided ideas and suggestions to help faculty work with this population in the classroom. The training included information about the disability, dispelled myths, and explained possible accommodations within the framework of the supportive education concept, with an emphasis on the importance of maintaining academic rigor. A memo was sent to all department chairpersons. The training was presented to DSPS, the Communications Department and the Essential Skills Department.

   The Disabilities Specialist developed a second in-service to present to the college. The objective of this presentation was to provide strategies with which to interact with students and colleagues in a self-respecting manner, to help encourage students to be self-advocates, and to understand the concept of boundaries and limit setting in an educational framework. This training was presented to Region 6 DSPS staff, the SBCC Counseling Department, the SBCC DSPS department and the Deans of Academic and Student Affairs.

5. In addition to the in-service training provided by the Psychological Disabilities Specialist, a speaker who has had more than ten years experience working in the California Community College system with students with psychological disabilities provided two half-day workshops at SBCC. For student services faculty and staff Dr. Gerald Amada presented a seminar for student services personnel on STUDENTS WITH PSYCHOLOGICAL DISABILITIES: WHAT YOU'VE ALWAYS WANTED TO KNOW AND BEEN AFRAID TO ASK. Dr. Amada also presented a seminar on DISRUPTIVE STUDENT MANAGEMENT for faculty and administrators.

   The provision of in-service training by both the Psychological Disabilities Specialist and Dr. Gerald Amada served several purposes. First, the training provided needed information for increasing the understanding of and ability to work with students with psychological disabilities. Second, the training provided an avenue for dialogue among staff and between staff and DSPS. Third, the distinction between disruptive student behavior and students in need of crisis intervention was clarified.

6. In-service to the state and nation regarding the model site project was provided through presentations, articles and reports. The Psychological Disabilities Specialist provided information in Los Angeles to the faculty and staff of DSPS Programs in Southern California, at the Annual Conference of the California Association for Post-Secondary Educators of the Disabled (CAPED) in Spring 1992, at the Annual Community Colleges Chancellor's Office Conference in April 1992 and the Annual AASPPE Conference in July 1992. The Psychological Disabilities Specialist wrote an article for the CAPED Journal in May 1992 describing the SBCC Model Site. The two SBCC Project Summary Reports were distributed to the field.

C. Interagency Cooperation

The Psychological Disabilities Specialist met with community agencies throughout the project to update them on information about the Model Site. Meetings were held with County Mental Health, the Mental Health Association and State Department of Rehabilitation.

As a result of these close contacts County Mental Health assigned a staff person as a liaison with SBCC in order to provide support to SBCC students who are also clients of County Mental Health. This is a unique commitment. The liaison staff person is assisting with the DSPS Peer Support Group, is developing a "College Preparation Program" at County Mental Health to teach individuals specific prerequisite skills for college and co-presented with the SBCC Psychological Disabilities Specialist at the 1992 annual California State Department of Mental Health and Department of Rehabilitation conference, "Employment Partnership". In addition, the liaison person has co-authored an article for the CAPED Journal in cooperation with the SBCC Psychological Disabilities Specialist.

Another new interagency program will be a component of the Department of Rehabilitation's 92/93 Workability III Project which will focus on students/clients with psychological disabilities. The SBCC Psychological Disabilities Specialist will provide career assessment, support for SBCC vocational programs and evaluation of job readiness with an emphasis on reasonable accommodations on the job.

D. Reasonable Accommodations

The following accommodations were identified by the Model Site team as being reasonable DSPS educational support services and the ones most typically approved for this population:

- Career development and job placement services
- Liaison with campus personnel or community agencies including referrals and follow up services
- Registration assistance including schedule planning and priority enrollment, and specialized orientation
- Medical parking permit and tram service
- Test-taking facilitation including extended time
- Disability related counseling (not duplicating other SBCC academic, transfer, vocational or mental health counseling)
- Shared notes in the classroom or loan of tape recorder
- DSPS tutorial lab
- DSPS self-advocacy instruction

The process used to determine reasonable accommodations for each student was as follows:

The Psychological Disabilities Specialist assessed the student during an intake interview (see attachments #1 and 2). A release of information was submitted to psychiatrists or other professionals in the community (see attachments #3 and 4). The Psychological Disabilities Specialist reviewed the medical verification information mailed from the community and made follow-up phone calls if necessary. The intake information, medical verification and other available information about the students' disability was then reviewed by the Psychological Disabilities Specialist to identify each student's functional limitations and environmental barriers. This information was then directly linked to the need for appropriate accommodations (see attachment #5). Since no two people with disabilities are alike, no absolute list of reasonable accommodations can be generated. However, DSPS provided the following accommodations for the 69 students enrolled: disability related counseling, registration assistance, liaison with campus or community, test taking accommodations, tutorial lab, job development, self-advocacy instruction.

E. SBCC Instructional Programs

Another component of the Model Site Project was to evaluate any special instruction that might provide educational support for students while enrolled in a regular college curriculum. Several SBCC courses from various departments, including DSPS, were identified. These courses were identified as ones which might be useful for students with psychological disabilities to help them increase self awareness, self-esteem or self advocacy and improve social skills and study skills. In order to evaluate whether this was indeed the case, the Psychological Disabilities Specialist contacted at least one instructor from each of the courses offered. The Specialist met with the instructors, briefly explained the population being studied, possible needs and shortcomings of the population, and requested feedback from the instructors regarding their perception of how their course might benefit a student with a psychological disability. In addition, the Specialist requested a copy of the course syllabus and any other material the instructor deemed pertinent.

The Specialist met with ten instructors, all of whom were extremely cooperative and interested in ways to help students with psychological disabilities. The courses evaluated were from the departments of Communication, Health Education, Personal Development, and DSPS. Of these departments, specific courses in Health Education, Personal Development, and DSPS seemed most appropriate to benefit students with psychological disabilities by providing strategies to support their education in regular college level classes.

In the Health Education department, the courses on personal health awareness and personal health for women were considered to be the most appropriate. The instructor used a collection of readings and was willing to have a specific section included in the readings which pertains to the needs and experiences of those with psychological disabilities.

In the Personal Development department a new course was developed during the 90-91 school year. This course covered college survival skills with students learning about college services, study skills, time-money management, test anxiety and stress, major career decisions, handling relationships, and identifying learning styles. The Specialist deemed this as an extremely useful course for the study population.

At least two DSPS courses met criteria for students with psychological disabilities. The Career Planning and Critical Thinking Skills were courses that provided strategies for the study population.

There were two necessary observations regarding available and appropriate support courses for students with psychological disabilities. First, the recommendation of a particular support course for an individual student depended on the student's specific disability and how the student was

functioning with the disability. The other observation was that the specific instructor made a difference as to whether the course would be appropriate for a given student. These were two extremely important variables.

F. Role Delineation

The model site team provided input into the current drafts of SBCC's Crisis Intervention Guidelines, Disruptive Behavior Guidelines and Standards of Student Conduct (see attachments #6, 7, and 8).

Although all 69 students were informed of SBCC Mental Health Services in case of crisis on campus, none of the students used the crisis intervention services. However, some students used mental health counseling.

During the Spring, Summer and Fall 91 and the Spring 92 semesters of the SBCC students reported for Disruptive Behavior none were DSPS students with psychological disabilities.

G. Data Collection

The following data was collected on the 69 students referred through the project.

SOURCE OF REFERRAL	
self referred	12
community mental health agency	5
other DSPS staff	14
Department of Rehabilitation	22
Psychologist	2
College faculty/staff	11
other	3

INCOME SOURCE	
SSI/SSDI	20
WORKERS COMP	1
JOB	8
FAMILY	5
OTHER	6
UNKNOWN	29

RECEIVING SERVICES FROM OTHER AGENCIES	
County Mental Health	16
Private Psychologist	3
Psychiatrist/Physician for Medication	13
Department of Rehabilitation	17

Private Psychotherapist	9
Other	3

The following data was collected on the 48 students for whom verification of disability was received:

ETHNICITY	
White	39
Black/Non-Hispanic	2
Mexican/Mex-Amer/Chicano	3
South American	1
Other Hispanic	1
Other non-white	2

GENDER	
male	19
female	29

PRIMARY LANGUAGE	
English	46
Chinese	1
Other	1

EDUCATION STATUS	
not grad of/not enrolled in HS	3
received High School Diploma	27
passed H.S. Proficiency exam	4
associate degree	5
K-12 student attending this college	1
passed G.E.D./cert of equiv/compl	1
foreign H.S. graduate	1
bachelor's degree or higher	6

ENROLLMENT STATUS	
new	5
returning after absence	7
new transfer	5
returning transfer	2
K-12 student	1
continuing student	28

EDUCATIONAL GOALS	
AA/AS	10
Voc Tech certificate	12
Transfer without AA/AS	13
Improve job skills	2

Maintain Certificate/License	1
High School Diploma	1
Associate Degree/Voc Tech Major	2
Transfer with AA/AS Degree	10
New Career/Skill development	12
Personal development	10
Basic English/Math skills	2
Undecided	2

PERSISTENCE

withdrew from college	3

OF SERVICE CONTACT HOURS PROVIDED BY DSPS

equipment loan	4
job placement/development	4
liaison with campus/community	35
registration assistance	53
parking accommodation	2
supplemental orientation	3
test taking accommodations	75
intake meeting	69
assessment of functional limitations	48
disability related counseling	205
mobility assistance	55
DSPS tutorial lab	89
Special Class instruction	509

H. Education Support Group

An Education Support Group was established in the last month of the Project and will continue during the 92/93 year under the cooperative coordination of the DSPS department and County Mental Health (see attachment #10).

I. Advisory Committee

A Model Site Advisory Committee was established with representation from the Counseling Department, Instructional Programs, Mental Health Counselors, Security Office, Dean for disruptive behavior policy/procedure, Vice President of Student Affairs, Instructional Dean for DSPS, representatives from County Mental Health, Mental Health Association and Department of Rehabilitation. The Committee met twice a semester for the three semesters of the project.

VI. OBSERVATIONS

The Model Site staff made the following observations of the SBCC program:

a) DSPS has developed clearly defined statements of mission and purpose leading to goals, policies and procedures that emphasize individual student responsibility, self advocacy and integration combined with respect for standards of academic rigor. These clearly documented plans/guidelines assisted with consistency in the message received by the community regarding appropriate referrals. In difficult economic times it was extremely important to communicate clearly not only what SBCC can do but also what it cannot do. This appeared to result in appropriate expectations from the community in regard to programs and services.

b) The presence of a Psychological Disabilities Specialist has provided immediate rapport and understanding with community specialists, efficient use of disability related counseling time, a degree of comfort and rapport with students resulting from knowledge and experience, successful referrals and skilled liaison. The general consensus of the DSPS faculty is that the use of a Psychological Disabilities Specialist results in a more efficient intake, disability assessment and liaison with community specialists. The alternative would be to train existing Disabilities Specialists who already have case overloads. However, the provision of accommodations and disability related counseling subsequent to verification of disability limitations was completed successfully by other Disabilities Specialists with no measurable difference in the amount of time needed compared to other disability groups. It must be noted that SBCC DSPS has the benefit of being located across the hall from Mental Health Counseling. Referral and role delineation has not presented a significant challenge in this environment and appears to be only dependent on the skills of the individual Specialist to transition the student out of one office and into an adjoining office. This transition may be more of a challenge in other facilities where the offices are far apart.

c) Positive and frequent networking with other student services departments in the same building helps to clarify roles in sharing support for students. The positive, cooperative working relationship of the SBCC student services staff and the advantages of being located in close proximity may be unique to only a few colleges in the state but certainly provides a model of service delivery, especially for this population.

d) Clear, ongoing communication with County Mental Health, Department of Rehabilitation, and the Mental Health Association has established an understanding of what we do and do not provide: we do provide educational support but we do not provide therapy. This communication also established a respect for the academic rigor of the credit program and the students' need for a high level of independence and self advocacy in college. Our hope is that such ongoing communication will result in continuing appropriate referrals.

e) A clear separation of the procedure for disruptive behavior from the crisis intervention procedure and DSPS instructional support avoids discriminatory treatment of disruptive students who may have a psychological disability. All students are expected to be appropriate in their behavior and if not, are expected to receive standard consequences. Any student who is dealing with a crisis has access to the college's Mental Health Counseling Program.

f) DSPS did not develop any new program or services for this population. The department used the existing structure of programs and services and evaluated what this population might use. The education support program was developed with this population in mind but it is presented as a **DSPS** education support program and is geared for all students who have disabilities who are enrolled on campus. As a result, any new referrals had to enroll as regular college students using the support of DSPS to be successful in the mainstream. There were no special classes or segregated programs for this one population. This is a reflection of the philosophy of this particular model site.

VII. RECOMMENDATIONS

In the light of the large numbers of students identified and registered in DSPS as psychologically disabled, (69 or 10% of the total DSPS population), the Model Site Team feels that a psychological disabilities specialist should be available to complete intake interviews.

A continuing evaluation of the parameters for reasonable accommodations for this population is necessary. This might be achieved through analysis of case studies from across the state.

Colleges will benefit from an ongoing faculty and staff in-service program to separate disruptive behavior issues, crisis intervention issues and issues

related to educational support on the basis of the disability. This process of role clarification is essential to the process of determining reasonable accommodations. We recommend that regular college in-service for staff regarding the Student Code of Conduct, the Disruptive Behavior procedure and the Crisis Intervention Guidelines be provided by the Faculty Enrichment Committee and appropriate deans.

The model site staff and students recommend the development of a "Buddy System" as an adjunct to the Education Support Group. The purpose is to increase access and success by providing information, support or guidance regarding education support services on campus.

The model site staff recommend further evaluation of career development and job placement services for this population in cooperation with the VATEA program, the SBCC Career Center, the Department of Rehabilitation and the Workability III Program.

VIII. IMPLICATIONS FOR SBCC

Through the implementation of the Model Site Project, SBCC has demonstrated its commitment to establishing policies and procedures that provide integrated access for all underrepresented populations.

In response to the legal mandate of 504 and ADA, SBCC will continue to welcome students from all underrepresented populations. Students with psychological disabilities will continue to be referred to the DSPS department with requests for accommodations. DSPS will continue the work of the Model Site Project by providing approved instructional support services for this population and liaison with the campus or community.

The good news is the new 1992/93 state funding allocation for students with psychological disabilities in California Community Colleges. This is the result of the work of the model site projects; communication between legislators in Sacramento and the Community College System; and advocacy from organizations such as the Mental Health Association. A formal state mechanism for reimbursement will be set in place through a rewrite of Title V regulations.

In 92/93 DSPS will fund a Psychological Disabilities Specialist position for one day per week. These hours will provide intake interview appointments, liaison with community specialists verifying psychological disabilities and one hour per week to coordinate the DSPS Peer Support Group.

DSPS will continue to assess both the instructional support needs and the impact of this newly identified population on the existing DSPS resources.

DSPS 2 DSPS SBCC ATTACHMENT #2

INDIVIDUAL EDUCATIONAL PLAN

DSPS SPECIALIST SIGNATURE: _____ STUDENTS SIGNATURE: _____

TODAY'S DATE: _____ SS#: _____

CAREER GOAL: _____

PROGRAM OF STUDY/MAJOR: _____

LONG TERM ACADEMIC GOAL	PROCESS TO COMPLETE GOAL	PROGRESS MEASUREMENT
[ ] Degree/Certificate	[ ] College Program of Study	[ ] College Transcripts
[ ] Transfer to 4 year school	[ ] Transfer Center Planning	[ ] Transfer History
[ ] Job Related Training	[ ] Job Development Planning	[ ] Job History
[ ] High School Diploma	[ ] High School Equiv. Planning	[ ] High School Equiv. Records
[ ] Personal development (9 units)	[ ] DSPS Courses	[ ] DSPS Educational Contracts
[ ] Essential Skills	[ ] LD Assessment	[ ] LD Assessment Results
	[ ] Accommodations (DSPS3)	[ ] DSPS Service Contacts
	[ ] Other Student Services	[ ] Student Services Tracking

SHORT TERM OBJECTIVE: Refer to print-out of schedule of classes

CONSENT FOR RELEASE OF INFORMATION

Name: _____ Date of Birth: _____
Last First M M/D/Y

Social Security Number: _____

Maiden Name or Other Used: _____
Last First M

I, the undersigned, consent to, and request, all appropriate persons, agencies or institutions to release information regarding myself consistent with the Federal Family Educational Rights and Privacy Act of 1974, or other laws, regulations, or policies to SANTA BARBARA CITY COLLEGE for use in educational/vocational planning. All information will be kept confidential and maintained as a part of my records with the Disabled Student Programs and Services Office at the college. I authorize the release of information to include any of the following records:

Verification of disability
Psychological testing and evaluation results
Learning disability assessment
Audiology and speech/language pathology reports
Vocational rehabilitation plan
Prescribed medications and dosage
Educational records, including progress made

I further give permission for the DSPS certificated professional(s) to discuss my educational situation with other professionals who have a legitimate educational need to know.

This authorization shall remain in effect during my enrollment or until revoked in writing by the undersigned.

_____ _____
Signature of Student Date

_____ _____
Signature of Parent or Guardian Date
Required for Student under 18 years of age

A Photocopy of this is as valid as the original.

DSPS 5 **ATTACHMENT #4**

Disabled Student Programs and Services
Santa Barbara City College
721 Cliff Drive, Santa Barbara, CA 93109

DISABILITY VERIFICATION

DATE:

TO: NAME: _____ PHONE: _____

ADDRESS: _____

FROM: STUDENT: _____ SS#: _____

I am requesting that you complete this verification form for me to determine whether I am eligible for educational support services in DISABLED STUDENT PROGRAMS AND SERVICES at SANTA BARBARA CITY COLLEGE. In order to assess my need for services the college must have a diagnosis and descriptions of disability, functional limitations and need for services. The college understands that the information furnished on this form is provided with my written release (see copy attached) and will be used in confidence for my educational benefit. If you have any questions please contact the DSPS office (805) 965 0581 ext. 2364.

The college identifies the following disabilities for purposes of eligibility for services. These disabilities are permanent i.e. lasting 45 days or longer.

I. Physical Disability means a visual, mobility, orthopedic or other health impairment.
   a. Visual impairment means total or partial loss of sight.
   b. Mobility and orthopedic impairment means a serious limitation in locomotion or motion functions which indicate a need for special services.
   c. Other health impairment means a serious dysfunction of a body part or system which necessitates the use of one or more of the supportive services or programs.

II. Communication Disability is an impairment in the process of speech, language or hearing.
   a. Hearing impairment means a total or partial loss of hearing function which impedes the communication process essential to language, educational, social and/or cultural interactions.
   b. Speech and language impairment means one or more speech-language disorder of voice, articulation, rhythm and/or the receptive and expressive processes of language.

III. Learning Disability is a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Learning disabled adults, a heterogeneous group, have:
   a. average to above average intellectual ability;
   b. severe processing deficit(s);
   c. severe aptitude-achievement discrepancy(ies);
   d. measured appropriate adaptive behavior in school or job setting; and
   e. measured appropriate adaptive behavior in an instruction or employment setting.

IV. Acquired Brian Injury means a deficit in brain functioning which is non-degenerative or progressive and is medically verifiable, resulting in a total or partial loss of one or more of the following: cognitive, communication, motor, psycho-social or sensory perceptual abilities.

V. Developmentally Delayed Learner is a student who inhibits:
   a. below average intellectual functioning;
   b. impaired social functioning;
   c. potential or measurable achievement in a school or job setting.
   d. measured appropriate adaptive behavior in a school or job setting.

VI. Psychological Disability is defined by a current DSM IIIR diagnosis, is moderate or severe and is coded on Axis V as a current GAF score of 60 or below.

PLEASE COMPLETE INFORMATION ON THE REVERSE SIDE OF THIS SHEET AND RETURN TO ABOVE ADDRESS.

EDUCATIONAL LIMITATIONS AND ACCOMMODATIONS REQUIRED

STUDENT'S NAME: _____

SBCC will maintain an academically rigorous curriculum in its courses. However, within the educational environment of this college, this student's functional limitations affect his/her ability to do the following tasks and therefore require the following accommodations. These accommodations are determined to be reasonable by the Specialist signing this form and are guaranteed by Federal and State law. Some of the equipment accommodations may be provided by the student from home. The student is responsible for arranging for other equipment and service accommodations while on campus. SBCC faculty and staff will assist with that process.

	Limitation	Related Accommodation
[ ]	written class notes	[ ] notetaker [ ] tape recorder [ ] lap top computer [ ] simultaneous transcription
[ ]	handwriting/written assignments	[ ] writer [ ] spell checker [ ] adapted computer
[ ]	moving around campus	[ ] wheelchair [ ] crutches [ ] medical parking [ ] tram [ ] mobility aide [ ] other equipment
[ ]	see/process printed materials	[ ] taped books [ ] visual tek [ ] reader [ ] enlarged print [ ] adapted vision device [ ] adapted computer [ ] seeing eye dog [ ] cane [ ] monocular [ ] other equipment
[ ]	take tests in traditional manner	[ ] extended time (2X standard) [ ] adapted computer [ ] spell checker [ ] large print/braille [ ] reader [ ] writer
[ ]	hear/process lectures/discussions	[ ] adapted listening device [ ] interpreter [ ] ASL [ ] Signed English [ ] SEE 1 [ ] SEE 2 [ ] Cued Speech [ ] Lip reading/Speech

OVER:

FACULTY AND STAFF
CRISIS INTERVENTION GUIDELINES

A crisis situation occurs when a person feels unable to cope with the circumstances of his/her life. The more helpless the individual feels the greater the crisis. **A psychological emergency occurs when a person is:**

- **o Suicidal**
- **o Homicidal**
- **o Gravely Impaired:**
  - **-confusion**
  - **-not in control of his/her behavior**
  - **-hallucinations**
  - **-disorientation**
  - **-extreme hyperactivity**

SBCC provides crisis intervention as needed. Assessment is to be made by a college mental health counselor during the following hours, M-Th 8:00 a.m. -7:00 p.m. and Friday 8:00 a.m. - 4:00 p.m., or by a member of the security office if a mental health counselor is not available.

PROCEDURE

The procedure for crisis intervention is as follows:

A. **Contact Security, extension 2400 for an assessment or assistance.** Security will contact mental health counselors and respond appropriately.

B. Until help arrives:

- o **Listen:** Avoid any physical contact and allow student to talk.
- o **Assist:** Provide a quiet atmostphere; minimize environmental stimulation.
- o **Recognize:** Know your limitations and clearly convey this to student.

C. Mental health or security will contact student's family or significant other if it is necessary to protect the health and safety of the student or other persons. If the student is under 18 years old, parents MUST be contacted. (Information may be released based upon the Family Rights and Privacy Act of 1974, if the knowledge of such information is necessary to protect the health or safety of the student or other persons.)

D. After the incident has been resolved, the college mental health counselor or security officer will notify, in writing, the members of the crisis team. The Crisis team consists of: Dean of Student Development, Mental Health Counselor, Director of Health/Wellness, Director of DSPS, Director of Security, Dean of Student Services.

("CRISIS.STF"/L. Fairly disk)

Santa Barbara City College

Guidelines for Handling Disruptive Student Behavior

What is disruptive behavior?

According to the *Standards of Student Conduct,* disruptive behavior can include, but is not limited to, the following . . .

. . . Verbal abuse
. . . Physical abuse or threats
. . . Willful damage to personal or college property
. . . Use of drugs and alcohol on college premises
. . . Inordinate demands for time and attention
. . . Harassment
. . . Disruption of a classroom, administrative or campus activity

The disruptive student is one, who through his/her behavior or attitude, interferes with academic or administrative activity on campus.

Disciplinary action is taken on the basis of explicit behavior or attitude which is in violation of the *Standards of Student Conduct,* regardless of the cause.

What action should you take if you encounter disruptive behavior?

Disruptions which are minor annoyances and non-threatening are expected to cease upon the first request. Repeated behavior will be handled according to the guidelines set forth in the *Standards of Student Conduct.* (*Note:* These guidelines are applicable to the classroom or to any administrative or campus-related activity.)

Inform the disruptive student . . .

(1) of the appropriate standard of behavior.

(2) that the disruptive behavior will not be tolerated because it is interfering with the educational process or functioning of a campus activity; or depriving others of the right to learn, the right to service, and/or the right to feel safe.

(3) that he or she will be reported to the Dean of Student Services if the behavior continues. This verbal notice must be followed up in writing, with a copy given to the student at the next class meeting.

If the behavior continues . . .

(1) you have the right to ask the student to leave your class for the day of removal and the next class meeting.

(2) If the student refuses to vacate the premises, call Security for assistance at ext. 2264, during the day, and ext. 2400, after 4:30 p.m.

(Continued on reverse side)

THE SANTA BARBARA CITY COLLEGE

Standards of Student Conduct

WE, AT SANTA BARBARA CITY COLLEGE, as members of an institution of higher education, believe that our special contribution to the achievement of the ideal of social justice is to provide a setting in which ideas may be freely explored and objectively examined. We believe that "justice for all" can be achieved only when each person recognizes the right of all others to study, to learn, to grow and develop. The democratic educational process of free exploration of ideas must be kept free from interference. Neither coercion, intimidation, nor disruption may be allowed to interfere with the educational process.

A student enrolling at Santa Barbara City College assumes an obligation to act in a manner compatible with the college's functions as an educational institution. These regulations apply on campus and at all college-sponsored activities, or at activities sponsored by college clubs or organizations on or off campus, except where specifically limited. Students shall be subject to college discipline for any of the following misconduct which occurs at any time on campus or at any off-campus facility or college-approved or sponsored function.

A. Adherence to Standards

ALL SANTA BARBARA City College students are encouraged to familiarize themselves with, as well as to conform to, college rules and regulations governing personal conduct on all campuses of the institution. Violations of such rules and regulations, for which students are subject to disciplinary action, include, but are *not* limited to, the following . . .

1. Dishonesty, including, but not limited to, cheating, plagiarism, or knowingly furnishing false information to Santa Barbara City College.

2. Forgery, alteration, or misuse of college documents, records, or identification.

3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities, including, but not limited to, its community service functions, or of other authorized activities on or off college premises.

4. Physical abuse of any person on district-owned or controlled property or at college-sponsored or supervised functions or conduct which threatens or endangers the health or safety of any such person.

5. Theft of, or damage to, property of the college or a member of the college community or a campus visitor.

6. Unauthorized entry to, or use of, college supplies, equipment and/or facilities.

7. Violation of college regulations concerning student organizations, the use of college facilities, gambling and hazing, or the time, place and manner of public expression.

8. The use, sale, or possession on campus of, or presence on campus under the influence of, narcotics, other hallucinogenic drugs or substances, or any poison classified as such by Schedule D in Section 4160 of the *Business and Professions Code*.

9. Disorderly, disruptive, lewd, indecent, or obscene conduct or expression on college-owned or controlled property or at college-sponsored or supervised functions.

10. Failure to comply with directions of college officials acting in the performance of their duties; or failure to identify oneself for just cause when requested to do so by college officials acting in the performance of their duties.

11. Possession or use of alcoholic beverages on district-owned or controlled property, or at college-sponsored events, or appearances on campus or at college-sponsored events while under the influence of alcohol.

12. Possession or use of unauthorized firearms or other dangerous weapons on district-owned or controlled property.

13. Continued willful and disruptive behavior, habitual profanity or vulgarity, or open and persistent defiance of the authority of, or persistent abuse of, college personnel.

14. Assault or battery upon a student, upon college premises or while under the authority of college personnel, or continued abuse of college personnel, assault or battery upon college personnel, or any threat of force or violence directed toward college personnel.

15. Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district.

16. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board.

17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

18. Sexual assault, acquaintance/date rape, or any sexual activity without mutual and expressed consent.

19. Discriminatory harassment of any member of the college community in the exercise of First Amendment rights, including, but not limited to, violence or threat of violence, or personal vilification on the basis of age, sex, race, color, disability/handicap, religion, sexual orientation, or national/ethnic origin.

20. Persistent disruptions, including inordinate demands for time and attention in the classroom, or during college administrative or other college-sanctioned activities.

(continued on reverse side)

NEWS NEWS

DSPS

DISABLED STUDENT PROGRAMS & SERVICES

SUPPORT GROUP

FOR SCHOOL RELATED ISSUES

Are you a DSPS student at SBCC?

Do you need a place to talk about school related issues?

Feeling frustrated with classes? alone? jazzed?

Want to meet new people, make friends?

Come to the DSPS Peer Support Group!

When: 1-2 PM, Mondays

Where: SS 272

REMEMBER: Sign up in DSPS, SSC 160